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ABSTRACT

This training packet on volunteers and teachers in the classroom is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Three topics are covered in the sessions: roles and relationships between volunteers and teachers in the classroom; defining and evaluating volunteer tasks; and case studies. Time is allowed for preparation for the home task and feedback on the home task. Trainers' supplements, sample flyers, and participant questionnaire follow the session materials. Other contents include masters for all handouts and transparencies needed in the sessions. (YLB)

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ED 368 949

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

VOLUNTEERS AND TEACHERS IN THE CLASSROOM

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Training Packet for
a Two-Session Workshop on

VOLUNTEERS AND TEACHERS IN THE CLASSROOM

Study of ABE/ESL Instructor Training Approaches

TABLE OF CONTENTS

INTRODUCTION TO THE ABE/ESL INSTRUCTOR TRAINING SERIES 1

ABOUT THE VOLUNTEERS AND TEACHERS IN THE CLASSROOM TRAINING PACKET 3

WORKSHOP OVERVIEW 5
Objectives, Time, and Materials Checklist

BEFORE SESSION ONE 6

WORKSHOP OUTLINE: SESSION ONE 7
Materials, Activities, and Time Allotments

TRAINER NOTES: SESSION ONE 8

I. Introductions/Workshop Overview 8

II. Building Schema: Volunteers and Teachers in the Classroom 9

III. Defining and Evaluating Volunteer Tasks 11

IV. Video Presentation and Follow-up 12

V. Interim Task Assignment 13

VI. Session One Evaluation 13

TRAINERS' SUPPLEMENTS 14

BETWEEN SESSIONS 20

WORKSHOP OUTLINE: SESSION TWO 21
Materials, Activities, and Time Allotments

TRAINER NOTES: SESSION TWO 22

I. Introductions/Workshop Overview 22

II. Review of Session One: Volunteers and Teachers in the Classroom 23

III. Small Group Sharing of Interim Task Assignment 23

IV. Small Group Presentations to the Large Group 23

TABLE OF CONTENTS
(Continued)

V. Case Studies: Small Group Discussion 24

VI. Presentation of Case Studies/Solutions to the Large Group 24

VII. Reflection 25

VIII. Session Two Evaluation 25

SAMPLE FLYERS AND PARTICIPANT QUESTIONNAIRE 26

HANDOUT MASTERS 31

SESSION ONE

H-1: Volunteers and Teachers in the Classroom: Session One, Agenda . H-1
H-2: What's Your Opinion? H-2
H-3: Teacher-Volunteer Commentaries H-3-a,b,c,d
H-4: Selected Volunteer Tasks H-4
H-5: Video Activities H-5-a,b
H-6: Feedback Chart (Sample) H-6-a
Feedback Journal (Sample) H-6-b
Feedback Interview (Sample) H-6-c
H-7: Interim Task Assignment H-7-a
Interim Task Assignment Chart H-7-b
References H-7-c
H-8: Session One Evaluation H-8-a,b

SESSION TWO

H-9: Volunteers and Teachers in the Classroom: Session Two, Agenda H-9
H-10: Review of Session One H-10
H-11: Small Group Sharing H-11
H-12: Case Studies H-12-a
Presentation of Case Studies/Solutions H-12-b
H-13: Session Two Evaluation H-13-a,b

TRANSPARENCY MASTERS 56

SESSION ONE

T-1: Commentaries T-1
T-2: Factors Which Would Lead to Successful Teacher/Volunteer

TABLE OF CONTENTS
(Continued)

T-3: Responsibilities of Teachers Working With Volunteers T-3
T-4: Responsibilities of Volunteers Working With Teachers T-4
T-5: Steps for Assigning Tasks to Volunteers T-5
T-6: Criteria for Assigning Tasks T-6
T-7: Selected Volunteer Tasks T-7
T-8: Video Activities: Activity One T-8-a
Video Activities: Activity Two T-8-b

SESSION TWO

T-9: Factors Influencing Successful Volunteer/Teacher Relationships ... T-9
T-10: Interim Assignment Chart T-10

Introduction to
THE ABE/ESL INSTRUCTOR TRAINING SERIES

Scope and Content

The Study of ABE/ESL Training Approaches Project has developed eight training packets to assist ABE and ESL instructors, both professionals and volunteers. Packet topics were selected based on a national review of training content and practices and on recommendations from selected experts representing ABE, ESL, and volunteer programs across the United States.

Packet topics include:

1. The Adult Learner
2. Planning for Instruction
3. Group/Team Learning
4. Monitoring Student Progress
5. Volunteers and Teachers in the Classroom
6. Communicative ESL Teaching
7. Mathematics: Strategic Problem Solving
8. Whole Language Approach

There is no suggested sequence implied in the above listing. Each packet is intended to stand alone. Each encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the two sessions should take place about one month apart. Packets include detailed instructions for workshop leaders and masters for all handouts and transparencies needed in the workshops.

Key Assumptions about Adult Learning

All packets have been designed to guide workshop leaders to model the adult learning principles upon which the packets are based. These principles apply to the training of instructors as well as to educating adult students. Based on the literature about adult learners and the experience of skilled adult educators, *it is assumed that adults learn best when:*

- they feel *comfortable* with the learning environment and they attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives.
- they provide *input* into the planning of their own learning goals and processes.
- they have opportunities to engage in *social learning*, i.e., they learn from peers as well as from an instructor.

- they have a *variety* of options appropriate to their learning styles (including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning.

- they are able to associate new learning with previous *experiences* and to use those experiences while learning.

- they have an opportunity to apply *theory/information* to practical situations in their own lives.

In accord with these assumptions, each packet employs research-based components of effective training and staff development: *theory, demonstrations, practice, structured feedback,* and *application with follow-up.* Key research findings on these components are:

1. The *theory* that underlies any new practice is a necessary but insufficient component of training.

2. *Demonstrations* that illustrate new practices and reinforce their use are essential to full comprehension and implementation.

3. Instructors need to *practice* new approaches in a safe environment and to receive *structured feedback* on their attempts.

4. New approaches need to be *applied* over time in a real situation — preferably ones where continuing feedback and analysis are possible (e.g., peer coaching or mentoring).

Research indicates that long-term change is likely to occur only when all of the above conditions are met.

We hope you will find that these training packets produce effective, long-term results.

About the
VOLUNTEERS AND TEACHERS IN THE CLASSROOM TRAINING PACKET

In 1987, 80 million adults (approximately 45% of the U.S. population) gave a total of 19.5 billion hours to formal and informal volunteering. Formal volunteering (regular work with an organization) amounted to 14.9 billion hours or the equivalent of 8.8 million full-time employees. The value of the time was estimated at $150 billion.

Adult Basic Education, Literacy, GED, and English as a Second Language (ESL) programs throughout the U.S. use volunteers to enhance instructional programs. Some volunteers receive extensive training to prepare them for working with students. Rarely, however, do the volunteers or the teachers receive any kind of training in **working together** in classroom settings. This training packet seeks to address some of the problems associated with this lack of training in order to improve communication between teachers and volunteers, bolster their satisfaction as partners in learning, and provide increased opportunities for students to experience success.

This training packet approaches the subject of volunteers in the classroom in the following manner:

BUILDING SCHEMA: Three experiential activities lead participants to examine and articulate their attitudes, beliefs, and opinions concerning the use of volunteers in the classroom, the responsibilities of both teachers and volunteers, and the tasks they undertake. Participants build their knowledge base through an inductive format by means of individual responses, small group discussions, and large group sharing rather than through lecture (a deductive format).

DEMONSTRATION: Watching a video of a volunteer in an adult ESL classroom, combined with focus handouts, enables participants to identify and analyze instructional tasks and feedback techniques.

PRACTICE: Between Sessions One and Two, participants have the opportunity to test the ideas presented in the first session by critiquing instructional tasks and employing feedback techniques.

STRUCTURED FEEDBACK: During Session Two, participants will discuss and compare their interim task assignments.

APPLICATION: Finally, participants will be able to employ problem-solving techniques presented during the training sessions to communication conflicts between volunteers and teachers.

REFLECTION ON WORKSHOP PROCESSES: During the workshop, participants analyze the type of thinking and learning that workshop activities stimulate. As a result, participants become conscious of the assumptions that underlie and guide the use of volunteers in the classroom.

During these training sessions, "learning by doing" will be the focus. Participants will be challenged to review their attitudes, beliefs, and practices related to the roles and responsibilities of teachers and volunteers. They will reflect upon, analyze, and then create a new schema concerning being or using volunteers in the classroom.

About the Participants...

This training packet is designed for persons involved in adult education programs that use volunteers or paid aides in the classroom.. Participants may include classroom teachers, classroom volunteers, or program supervisors. It is important for participants to attend both sessions.

WORKSHOP OVERVIEW

Objectives: By the end of Sessions One and Two, participants will be able to:

1) identify factors which lead to the successful use of volunteers in the classroom;

2) clarify roles and responsibilities of teachers and volunteers in the classroom;

3) evaluate volunteer tasks;

4) use feedback techniques to establish and maintain communication between volunteers and teachers.

Time: Total time required for workshop: approximately 8-10 hours:

- Session One: 3 hours
- Interim Activities at Home Sites: approximately 2-4 hours over a one month period
- Session Two: 3 hours

Materials Checklist: Hardware:

- VHS player (¼-inch) and monitor
- Overhead projector

Software:

- Video
- Packet Handouts
- Packet Transparencies
- Blank Transparencies and Transparency Pens
- Easel Paper and Markers

BEFORE SESSION ONE

The following tasks should be completed *before* Session One of the workshop:

- ☐ **Send out flyers** announcing the workshop series. (See pages 26+ for a sample.)
- ☐ **Send the Participant Questionnaire** (see pages 26+) to all persons responding to the flyer. The suggested maximum number of participants for each workshop series is 30 persons.
- ☐ **Tally the results of the Participant Questionnaire.** (This can be done easily on a blank copy of the Participant Questionnaire.) You may want to make a transparency of those results to share with participants.
- ☐ **Arrange for a place** to hold Session One and make sure it has sufficient space and movable chairs for small groups. Ideally, the room should be set up with tables seating four to six participants each. Arrange for any refreshments that will be available.
- ☐ **Order A/V equipment** (VHS player and monitor; overhead projector.) Before the session begins, check to see that all A/V equipment is working.
- ☐ **Duplicate all handouts for Session One** (H-1 through H-8) and arrange them into packets. Staple those handouts that have more than one page (e.g., staple H-3-a, H-3-b, H-3-c, and H-3-d together). By providing one packet of materials to each participant at the start of the workshop, constant handling of materials during the session can be avoided.
- ☐ **Make transparencies** from the transparency masters for Session One (T-1 through T-8).
- ☐ **Read the Trainer Notes for Session One** (pages 8-13). Review handouts H-1 through H-8 and transparencies T-1 through T-8.
- ☐ **Prepare eight sheets of easel paper (for 30 participants).** Write "Responsibilities of Teachers Working With Volunteers" at the top of four of the sheets and "Responsibilities of Volunteers Working With Teachers" at the top of the other four sheets.

WORKSHOP OUTLINE
SESSION ONE (THREE HOURS)

MATERIALS	ACTIVITIES	TIME
H-1*	I. Introductions/Workshop Overview • Agenda, Objectives	10 min
	II. Building Schema: Volunteers and Teachers in the Classroom	
H-2	A. Activity: What's Your Opinion?	20 min
H-3, T-1*,T-2	B. Activity: Teacher/Volunteer Commentaries	20 min
Easel Paper, Markers, T-3, T-4	C. Activity: Graffiti Job Responsibilities	35 min
	BREAK	15 min
	III. Defining and Evaluating Volunteer Tasks	
T-5	A. Presentation: Steps for Assigning Tasks	5 min
H-4, T-6, T-7	B. Activity: Rating Selected Volunteer Tasks	20 min
	IV. Demonstration: Video Presentation and Follow-Up	
H-5	A. Introduction to the Video	5 min
Video, T-8	B. Video/Large Group Discussion	30 min
H-6	C. Presentation: Sample Feedback Methods	10 min
H-7	V. Interim Task Assignment • Distribution of Interim Task Assignment and Explanation of Task	5 min
H-8	VI. Session One Evaluation	5 min

* "H" = "Handout," "T" = "Transparency"

TRAINER NOTES: SESSION ONE

REGARDING THE SUGGESTED TIMES: All suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiarity with the materials also will enable you to personalize the materials by adding anecdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

REGARDING TRAINING PREPARATION: Before reading through these notes, read the articles included as background information on pages 15-17. If you feel participants would benefit from reading these articles, duplicate them and include them in the Interim Task Assignment Packet (Handout 7).

Refer to the Workshop Outline on the previous page as you go through these notes.

MATERIALS

I. Introductions/Workshop Overview (10 minutes)

Have participants introduce themselves one by one to the large group by stating their name, program, and type/level of class in which they are currently teaching or volunteering. Be sure to move the group along, having each participant speak only a few moments. The purpose of the introductions is to make the participants feel comfortable and to give them a sense of who the other participants are. (If all the participants know one another, omit the introductions.)

H-1* Direct participants' attention to Handout 1 (H-1). Go over the agenda and the session objectives. Answer any questions.

* "H" = "Handout," "T" = "Transparency"

II. Building Schema: Volunteers and Teachers in the Classroom (75 minutes total)

A. Activity: What's Your Opinion? (20 minutes)

H-2

Direct participant's attention to H-2. Explain that they will use this survey to explore their own opinions about the roles and relationships between volunteers and teachers in the classroom. Have them fill the survey out individually (allow five minutes). Circulate and encourage participants not to spend too much time on any question. Inform them that while they may think of exceptions to every statement, they should circle their first or immediate response. When participants have completed the survey, have them share their responses with those at their table (allow 15 minutes for small group discussion).

B. Activity: Teacher/Volunteer Commentaries (20 minutes)

H-3

Explain that there are many different views concerning the use of volunteers in the classroom. Direct participants' attention to H-3 (4 pages). Ask them to read the four commentaries by actual teachers and volunteers concerning their experiences using or being volunteers in the classroom. They should be prepared to discuss the factors which contributed to the success or failure of the four experiences.

T-1

Project Transparency 1 (T-1) on the overhead projector. Begin the large group discussion of the commentaries by asking the participants, through a show of hands, whether each experience was positive or negative. Circle the majority choice on T-1. Ask participants for comments/reactions to each commentary and write these on T-1.

T-2

Project T-2 on the overhead projector. Use this to briefly summarize the participants' comments about the four commentaries. Stress these key points:

1. Teachers must recognize and accept the need for volunteer assistance.

2. Volunteers need time to familiarize themselves with the program. They should visit several classes to observe teaching and management styles and different levels of students before making a commitment to volunteer.

3. Teachers should be comfortable with the idea of another pair of eyes, as well as hands, in the classroom. They need to be open to the suggestions or ideas of others.

4. Volunteers need to feel that there is value or worth to the tasks they are executing.

5. Teachers should help students understand the role of the volunteer and encourage them to be receptive to the volunteer's assistance.

6. Teachers and volunteers should be made aware of resources for resolving or managing conflicts.

C. Activity: Graffiti Job Responsibilities (35 minutes total)

Explain that successful volunteer experiences (using one or being one) are often directly related to having a clearly defined sense of roles and responsibilities. (For example, sometimes teachers think volunteers should know what to do just by observing. This is unrealistic. Volunteers may have expectations of helping students while the teacher expects the volunteer to do clerical work.) In this activity, the participants will identify job responsibilities for both teachers and volunteers. These should reflect and elaborate on comments and observations made in the two previous activities.

Tape,
Easel Paper,
Markers

One sheet of easel paper for every four participants and markers for each participant are needed for this activity. Write "Responsibilities of Teachers Working with Volunteers" at the top of half of the sheets and "Responsibilities of Volunteers Working with Teachers" at the top of the remaining sheets. Before the workshop begins, tape these sheets of paper to the walls of the room, making sure there is space for participants to circulate freely.

Hand out the markers. Ask participants to write on the posted papers what they think are essential responsibilities for teachers and volunteers. Participants should be encouraged to write ideas for both teachers and volunteers (allow 20 minutes).

Participants may use this time as an "unscheduled" break. As long as the task is accomplished in the time allotted (20 minutes), then getting a cup of coffee or using the restroom is fine! Summarize the participants' comments on T-3 and T-4 while participants are writing on the easel paper.

T-3, T-4

Project T-3 on the overhead projector. Facilitate a large group discussion of the responsibilities of teachers working with volunteers. Then project T-4 and discuss the responsibilities of volunteers working with teachers. If T-3 and T-4 do not include all of the information from "Teacher and Volunteer Responsibilities" on pages

15 and 16, guide the discussion to ensure that this information is included. (Allow 15 minutes for the large group discussion.)

Conclude the discussion with the observation that it is vital that teachers and volunteers have clear ideas about what their roles and responsibilities are before they begin working together.

Before moving on to the next part of the workshop, briefly summarize the outcomes of the first three activities. These are:

1. Explore your feelings or attitudes about the role of volunteers in the classroom before you agree to work with one or be one.

2. Identify factors which will lead to a successful experience using or being a volunteer.

3. Discuss expectations and define the roles and responsibilities of both teachers and volunteers at the outset of the relationship.

B R E A K (15 minutes)

III. Defining and Evaluating Volunteer Tasks (25 minutes total)

A. Steps for Assigning Tasks (5 minutes)

T-5

Project T-5 on the overhead projector. Discuss the steps teachers should follow when assigning tasks to volunteers. Use colored transparency pens to emphasize each point, if desired. Elicit additional ideas from the participants and write them in the space labeled "Other."

B. Activity: Rating Selected Volunteer Tasks (20 minutes)

H-4, T-6

Direct participants' attention to H-4. Project T-6 on the overhead projector. Briefly explain each of the criteria for assigning tasks, using the example on H-4. Then have participants work in small groups to examine each of the identified volunteer tasks on H-4 in terms of the four criteria. Have them assign ratings to each of the tasks. Allow 15 minutes for small group discussion.

T-7

Project T-7 on the overhead projector. Ask each group to select one person to report to the whole group. Then ask each group how it rated each of the tasks. Write the ratings on T-7.

Participants will be interested in how the other groups evaluated the tasks, but do not encourage lengthy discussion. Move the group along. The purpose of sharing the ratings is to provide closure to the activity and to demonstrate the variety of volunteer tasks — not necessarily to reach group consensus.

IV. Video Presentation and Follow-up (45 minutes total)

A. Introduction to the Video (5 minutes)

The suggested video is:

Using Volunteers in the Classroom. Access Network. The Alberta Educational Communications Corporation, 295 Midpark Way S.E., Calgary, Alberta T2X 2A8. Telephone: (403) 256-1100.

This video shows an intake interview of a prospective volunteer by a classroom teacher, as well as the volunteer working with a teacher in the classroom in a variety of instructional situations: large group, small group, one-on-one, and on a field trip.

Some participants may react strongly to the personality of the teacher in the video. Try to diffuse any potential negative reactions by explaining that while the video does not present a "perfect" or "model" relationship, it is nonetheless valuable to see volunteers and a teacher interacting with students.

H-5

Direct participants' attention to H-5, "Video Activities" (two pages). Go over the instructions for each activity. In Activity One, participants need to pay particular attention to the interactions between the teacher and the volunteers. In Activity Two, they should carefully watch the tasks the volunteers perform, how they are carried out, and what (if any) feedback is provided by the teacher. Some participants will want to make notes while they watch the video, while others will not. Stress that taking notes is optional.

B. Video and Large Group Discussion (30 minutes)

Video, T-8

Show the video through once without stopping. Then project T-8-a (Activity One) on the overhead projector. Facilitate a large group discussion by eliciting responses from participants and writing them on T-8-a. Then project T-8-b on the overhead projector and discuss Activity Two. (See pages 17-18 for completed examples of the video activities).

C. Sample Feedback Methods (10 minutes)

H-6

The purpose of this presentation is to show three methods that can be used to facilitate feedback between teachers and volunteers. Direct participants attention to H-6, a, b, c. Briefly explain each method of providing feedback and answer any questions. Do not dwell on these handouts as they are self explanatory.

> If time permits, ask participants to identify situations or circumstances when one kind of feedback may be more appropriate than another. Have participants indicate their personal preferences for the three different methods of facilitating feedback.

V. Interim Task Assignment (5 minutes)

H-7

Direct participants' attention to H-7, the Interim Task Assignment. Go over the instructions and make sure all participants know what is expected of them. Answer any questions and tell participants that they will share their experiences at Session Two. Remind the participants of the date and time of Session Two.

VI. Session One Evaluation (5 minutes)

H-8

Direct participants' attention to H-8, the evaluation of Session One. Ask participants to complete the evaluation.

TRAINERS' SUPPLEMENTS

TEACHER AND VOLUNTEER RESPONSIBILITIES

The responsibility for designing and implementing learning experiences in the classroom belongs to the teacher. He or she must plan instruction, select materials, determine resources, and make decisions on overall goals and objectives as well as individual student needs and accomplishments. In order to maximize coordination and maintain continuity, the philosophical basis and theoretical design of instruction must remain the prerogative of the teacher.

The volunteer provides an extra pair of hands and eyes for the teacher. He or she extends the teacher's instructional activities through leading small groups, administering individual tests, and facilitating student practice. The volunteer can aid the teacher in collecting materials, conducting field trips, doing student surveys, or assembling supplies. Finally, the volunteer can relieve the teacher of some of the mechanics of the classroom such as bulletin boards, xeroxing, filing, and maintaining student folders. As the volunteer becomes comfortable in the classroom and familiar with the teacher's goals and methods, there will be increased opportunities for creativity. However, the volunteer always works in coordination with and endeavors to be consistent with the goals and structure of the supervising teacher.

ASSIGNING VOLUNTEER TASKS

Volunteer tasks should be clearly defined with goals and procedures understood and agreed upon by both volunteer and teacher. For all volunteers, and especially the newer volunteer, the more precise directions for the task, the more successful it will be, and the better it will integrate with the other learning experiences going on in the classroom. The teacher should:

- Explain the task both verbally and, if necessary, in writing before class begins.
- List specific goals with explicit procedures for the volunteer to use to reach those goals.
- Have materials ready or easily accessible.
- Discuss possible problems with the task and possible solutions to those problems.
- Explain where to get help and the appropriate time to ask for it.

The more experience and education in the field that the volunteer has, and the longer that the volunteer has worked in a particular classroom, the less explicit explanation and structure he or she will need. It is not that the task has less structure, but that the volunteer is familiar with the class, the individual students, the layout of the classroom, and the methods and procedures of the teacher.

There are several other criteria to consider when designing a volunteer task:

- How much time does it take the teacher to prepare the task, and does the teacher have the time available to prepare properly? Is the value of the task worth the preparation time? Can the task be repeated or can it only be done once? Can some of the preparation be done by the volunteer?

- How long will it take for the volunteer to accomplish the task? Is the benefit to the classroom and the students equal to the time required? Is the task so long, that it cannot be satisfactorily completed? Alternatively, is the task so short that the volunteer will constantly need to ask for further instructions?

- How much supervision or monitoring does the task require? In carrying out the task, will the volunteer interfere with other activities that are going on in the classroom? Will the task be done in the classroom or outside? If outside, can the volunteer work without direct supervision?

- Is the task really of value to students and teacher? Does the volunteer understand the value of the task and appreciate his/her role in carrying it out? Could the volunteer be doing something of greater value?

- Can the volunteer tasks be integrated into the whole instructional process? Are the volunteer tasks a meaningful contribution toward what is ongoing in the classroom?

FEEDBACK

Consistent and non-threatening feedback is essential in establishing a successful partnership between a volunteer and a teacher. Feedback gives both participants the opportunity to share concerns and observations and to do the brainstorming that is necessary in response to a growing, changing classroom.

Feedback needs to occur in class, as a reaction to immediate, ongoing activities. It should also take place out of class during a regular time set aside to summarize, evaluate, and plan.

Immediate feedback requires sensitivity and skill. If the volunteer is hesitant or has not understood directions correctly, the teacher should offer brief, clear, and supportive intervention. Help must be seen as useful and sincere rather than intrusive or overbearing. The volunteer, in turn, needs to feel free to ask for advice while remaining aware of the ongoing lesson and the teacher's responsibilities.

Periodic, evaluative feedback allows the teacher and volunteer to coordinate and improve the quality of instruction. The feedback should be approached as a free exchange rather than as a faultfinding session. Volunteers and teachers need to be honest about their reactions and feelings and seek constructive solutions. This is a time to discuss observations that the volunteer or teacher may have made of individual students, evaluate the appropriateness of individual volunteer tasks, and make suggestions for overall improvement of the interactions between volunteer, students and teacher.

There does not need to be any specific preparation for feedback sessions. However, both volunteers and teachers may find it helpful to have some record of impressions and suggestions. Two effective ways of keeping records are using journals and checkoff sheets.

Journals (that volunteers keep) are simply dated records of the activities that were done, how the volunteer felt about them, and the volunteer's ideas or observations. Keeping a journal is not restricted to volunteers. The teacher may also find it beneficial to take notes or jot down impressions to become part of the later feedback session.

Checklists consist of actual student tasks or goals developed by the teacher or the volunteer and the teacher. They may highlight an activity, list names of students helped, and rate student responses as satisfactory or unsatisfactory. Alternatively, they may be a record of a full day of volunteer assignments with brief comments on implementation.

Feedback solves problems before they become problems. Feedback helps volunteers become more effective and more involved in the total learning process. It brings teachers and volunteers closer together and shifts the focus from individual tasks and personalities to efficient classroom coordination.

VIDEO ACTIVITIES

ACTIVITY ONE

Positive Comments/Reactions

1) Video showed a variety of ways to use a volunteer in the classroom.
2) Seeing "real" people in action is much better than hearing about them.
3) Video was realistic in that it showed how the teacher was responsible for monitoring the volunteer and the students.
4) The tasks the volunteer performed were valuable to the students.
5) The teacher offered feedback to the volunteers.
6) The teacher showed an interest in volunteer's musical talent by asking if she played guitar. The teacher will use this ability in the future.

Negative Comments/Reactions

1) Teacher's voice was flat. She lacked warmth and enthusiasm.
2) Teacher didn't give volunteer much of a chance to do any talking in interview. The pace was very fast - maybe due to editing.
3) Video lacked spontaneity - seemed too scripted in parts.
4) Teacher calls out directions to the volunteer from across the classroom.
5) Teacher should have modeled activities for the volunteer (field trip especially).

VIDEO ACTIVITIES (continued)
ACTIVITY TWO

VOLUNTEER TASKS	FEEDBACK FROM TEACHER TO VOLUNTEERS
LARGE GROUP • mingle • answer questions • help with spelling	"Circulate more; initiate more conversations with students."
SMALL GROUP • ask questions on cue cards	"Your timing was great. We both finished at the same time."
INDIVIDUAL • show student a time on a clock • ask student to say the time • say a time/student puts it on a clock	"He seems to know what he's doing. Could you have him show you the time on the clock?"
FIELD TRIP • encourage students to speak English • help students read cards • ask students to point out items on cards	The teacher modeled for Rob because he wasn't following her directions. She told him to help the students read the cards and ask the students to point out objects from the cards.

BETWEEN SESSIONS

The following tasks should be completed *before* Session Two of the workshop:

☐ **Send out reminder flyers of Session Two** to Session One participants only (see pages 26+). This notice should remind participants to bring their handout packets from Session One with them to Session Two, especially their interim task assignment packet (Handout 7).

☐ **Arrange for a place** to hold Session Two and make sure it has sufficient space and movable chairs for small groups. Ideally, the room should be set up with tables seating four to six participants each. Arrange for any refreshments that will be available.

☐ **Order A/V equipment** (VHS player and monitor, overhead projector.) Before the session begins, check to see that all A/V equipment is working.

☐ **Duplicate all handouts for Session Two** (H-9 through H-13) and arrange them into packets. Staple those handouts that have more than one page (e.g., staple H-12-a and H-12-b together). Duplicate a few extra sets of the interim task assignment packet (H-7) from Session One for those participants who forget to bring theirs to Session Two. (Note: H-2 from Session One will be used for reflection.)

☐ **Prepare transparencies for Session Two.** Make enough copies of T-10 for at least one per group of 4-6 people. Have at least one transparency marker available for each group.

☐ **Read the Trainer's Notes for Session Two** (pages 22-25). Review handouts H-9 through H-13 and transparencies T-9 and T-10.

WORKSHOP OUTLINE
SESSION TWO (THREE HOURS)

MATERIALS	ACTIVITIES	TIME
H-9*	I. Introductions/Workshop Overview • Agenda, Objectives	10 min
H-10, T-9*	II. Review of Session One: Volunteers and Teachers in the Classroom	20 min
H-7, H-11, T-10	III. Small Group Sharing of Interim Task Assignment	30 min
T-10 (Group-Made Transparencies)	IV. Small Group Presentations to the Large Group	30 min
	BREAK	15 min
H-12	V. Case Studies: Small Group Discussion	30 min
	VI. Presentation of Case Studies/Solutions	30 min
H-2	VII. Reflection	10 min
H-13	VIII. Session Two Evaluation	5 min

* "H" = "Handout," "T" = "Transparency"

TRAINER NOTES: SESSION TWO

REGARDING THE SUGGESTED TIMES: All suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiarity with the materials also will enable you to personalize the materials by adding anecdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

REGARDING TRAINING PREPARATION: Before reading through these notes, read the articles included as background information on pages 15-17. If you feel participants would benefit from reading these articles, duplicate them and include them in the Interim Task Assignment Packet (Handout 7).

Refer to the Workshop Outline on the previous page as you go through these notes.

MATERIALS

I. Introductions/Workshop Overview (10 minutes)

Ideally, all participants in Session Two will have taken part in Session One. However, if there are any newcomers to the group, have all participants (old and new) introduce themselves one by one to the large group by stating their name, program, and type/level of class in which they are presently volunteering or teaching. Be sure to move the group along, having each participant speak only a few moments. The purpose of the introductions is to give you an overview of any newcomers, profile their levels of experience and areas of teaching or volunteering, and to give all participants a sense of who the other participants are. (If all participants know one another, omit the introductions.)

H-9 Direct participants' attention to H-9. Go over the agenda and the session objectives. Answer any questions.

II. Review of Session One: Volunteers and Teachers in the Classroom (20 minutes)

The purpose of this portion of the workshop is to review the factors which influence successful volunteer/teacher relationships: identifying attitudes, clarifying roles and responsibilities, selecting and structuring tasks, and developing a process for feedback.

H-10

Direct participants attention to H-10, the review of Session One. Have participants discuss the four questions with a partner. Tell the participants that they should feel free to refer to the workshop materials from Session One as they answer the questions. (Allow ten minutes for the participants to discuss and answer the questions.)

T-9

Project T-9 on the overhead projector. Facilitate a brief large group discussion of H-10, writing key points under each category. If desired, use a different colored marker for each of the categories. (Allow ten minutes for this large group discussion.)

III. Small Group Sharing of Interim Task Assignment (30 minutes)

H-7

Direct participants' attention to H-7, their interim task assignment packets. Participants should have completed this task and brought it to Session Two. Have additional copies of H-7 on hand for participants who have forgotten it and for any newcomers.

H-11, T-10

Participants will now work in small groups (4-6 people) to share and discuss the results of their interim tasks assignments. Direct participants attention to H-11, "Volunteers and Teachers in the Classroom: Small Group Sharing." Explain each step of the small group task detailed on H-11 and answer any questions. Distribute one transparency, T-10, and a transparency pen to each group.

Inform the groups that you will be available to provide assistance while they are working. Circulate among the groups, listening to the participants' sharing and offering assistance as necessary. It is good practice to monitor the progress of the groups, moving them along and encouraging them to fill out their transparencies for the presentations to the large group.

> When ten minutes remain in the time allotted for completion of this activity, make an announcement to the large group. This will serve to keep the participants on task.

IV. Small Group Presentations to the Large Group (30 minutes)

Have one or two volunteers from each group come before the large group to present (via transparencies on the overhead projector) the experience that they have chosen to share. Stress that the groups should be looking at the *overall experience* — not the separate tasks from the experience.

After each presentation, ask for comments and questions from the large group. These small group presentations should reinforce the factors which influence successful volunteer/teacher relationships.

B R E A K (15 minutes)

> The amount of time you allot to each group's presentation will depend upon the total number of small groups. For example, if there are five small groups, then each small group presentation can last six minutes. That is, adjust the amount of time allotted for each small group presentation to the total number of groups.

V. Case Studies: Small Group Discussion (30 minutes)

H-12

The participants will again meet in small groups, this time to read and discuss several case studies which reflect the major topics of this workshop. Direct participants' attention to H-12-a, "Case Studies." Instruct the participants to read the case studies individually.

When the participants have finished reading, direct their attention to H-12-b, "Presentation of Case Studies/Solutions." Have each group select one case study to discuss and devise a solution to the problem it poses. It is perfectly acceptable if some groups choose to suggest several solutions. The groups will then present their case studies/solutions to the large group. Explain that participants may use one of the methods of presentation detailed on H-12-b for their presentation to the large group, or they may develop their own method of presentation. Distribute blank transparencies and pens to groups who request them.

VI. Presentation of Case Studies/Solutions to the Large Group (30 minutes)

Have each small group present its case study and solutions to the large group. *Adjust the amount of time each group is allotted according to the total number of groups.*

VII. Reflection (10 minutes)

H-2

To provide closure to the workshop, ask the participants to reflect on what they have learned and how they expect to use the information they have discussed or acquired. Direct their attention to H-2 ("What Is Your Opinion?") from Session One. Ask if they would answer any of these questions differently. Encourage sharing as time permits.

VIII. Session Two Evaluation (5 minutes)

H-13

Have participants complete H-13, the evaluation of Session Two.

SAMPLE FLYERS

AND

PARTICIPANT QUESTIONNAIRE

You Are Invited
to Participate in
A Two-Session Workshop on

VOLUNTEERS AND TEACERS IN THE CLASSROOM

Participants will learn to:

1) Identify factors which lead to the successful use of volunteers in the classroom.
2) Clarify roles and responsibilities of teachers and volunteers in the classroom.
3) Evaluate volunteer tasks according to the degree of structure and control required.
4) Use feedback techniques to establish and maintain communication between volunteers and teachers.

Date of Session 1: _____ Time: _____

Date of Session 2: _____ Time: _____

Location: _____

Trainers: _____

Sponsors: _____

- - - -

VOLUNTEERS AND TEACHERS IN THE CLASSROOM
PARTICIPANT QUESTIONNAIRE

If you plan to attend the workshop on Volunteers and Teachers in the Classroom please complete this form and send it to the address at the right by _____.
(date)

Thank you! We look forward to seeing you at the workshop.

Name: _____ Phone: _____

Address: _____

School/Program: _____

1. What is your educational background? _____ Field _____

2. Are you teaching now? ☐ Yes ☐ No

3. Are you a volunteer? ☐ Yes ☐ No

4. If you checked "yes" for questions 2 or 3 above, in which of the following area(s) are you currently teaching or volunteering?

   ☐ Adult Basic Education

   ☐ English as a Second Language

   ☐ Other: _____

5. Please indicate the number of years you have taught or served as a volunteer with each of the groups listed below. (If you have taught or volunteered for less than one year, write "1.")

   ☐ Adults

   ☐ High School/Junior High Students

   ☐ Elementary/Preschool Students

Continued

6. In which of the following settings do you currently teach or volunteer? Check all that apply:

- ☐ Classroom
- ☐ Learning Laboratory
- ☐ One-on-One Tutoring
- ☐ Computerized Instruction
- ☐ Other: _____

7. a) Have you ever taught in an adult education program which used volunteers in the classroom?

☐ Yes ☐ No

b) Did you receive training in working with volunteers?

☐ Yes ☐ No

c) If yes, was your experience satisfactory? Comments: _____

_____

_____

8. a) Have you ever been a volunteer in an adult education classroom?

☐ Yes ☐ No

b) Did you receive training in working with instructors?

☐ Yes ☐ No

c) If yes, was your experience satisfactory? Comments: _____

_____

_____

REMINDER!

Session Two of
the Workshop on

VOLUNTEERS AND TEACHERS IN THE CLASSROOM

Date: _____ Time: _____

Location: _____

Please remember to bring the following:

1. Completed Interim Task Assignment
2. Materials from Session One

Please complete and return this portion to:

_____

_____

☐ Yes, I will attend Session Two of the workshop on Volunteers and Teachers in the Classroom.

☐ No, I am unable to attend Session Two.

Name: _____ Telephone: (____) _____

Address: _____

_____

(City) (State) (Zip)

School/Program: _____

_____

HANDOUT MASTERS

VOLUNTEERS AND TEACHERS IN THE CLASSROOM: SESSION ONE

AGENDA

1. Introductions/Workshop Overview

2. Volunteers and Teachers in the Classroom

   - "What's Your Opinion?"
   - Teacher/Volunteer Commentaries
   - Job Responsibilities

3. Defining and Evaluating Volunteer Tasks

4. Video Demonstration

   - Volunteer — Teacher Interaction
   - Feedback

5. Interim Task Assignment

OBJECTIVES OF SESSIONS ONE AND TWO

Participants will be able to:

1. Identify factors which lead to the successful use of volunteers in the classroom.
2. Clarify roles and responsibilities of teachers and volunteers in the classroom.
3. Evaluate volunteer tasks.
4. Use feedback techniques to establish and maintain communication between volunteers and teachers.

WHAT'S YOUR OPINION?*

Read each statement below. Decide whether you generally **AGREE** (A) or generally **DISAGREE** (D) with each statement. Circle your response.

1.	If teachers decide ahead of time what volunteers will do, many problems will be avoided.	A	D
2.	Most teachers expect volunteers to adjust to their (the teachers') way of doing things.	A	D
3.	Volunteers are not replacements for teachers.	A	D
4	Volunteers should work with the slowest or lowest level students because they are the ones who need the most help.	A	D
5.	Volunteers are not dependable because they are unpaid.	A	D
6.	Lesson planning is the sole responsibility of teachers.	A	D
7.	Students should elect to work with volunteers rather than be assigned to do so by teachers.	A	D
8.	Only teachers should correct students' errors.	A	D

* Adapted from: *The Team Work Approach: Training for Teachers and Volunteers Working Together.* National School Volunteer Program, Inc., 1980.

TEACHER-VOLUNTEER COMMENTARIES

Several years ago I was assigned to teach a beginning literacy class for two hours a day, five days a week. The class had 15 students, far too many considering that there were seven Afghans (all from the same family and ranging in age from early twenties to late sixties), an elderly Chinese couple, a twenty-year old EL Salvadoran, a sixtyish Jordanian, a middle-aged Vietnamese, and so on. The varying ethnicities, ages, literacy skills, and needs of the class were overwhelming. I struggled through the first few weeks, and then a miracle occurred!

The ESL Director appeared one day with a woman about my age in tow. "This is Connie Miller," she said. "Connie would like to volunteer in our program, and I thought you could use her help in your literacy class." "I sure do," I responded. I invited Connie to observe the class that day so she could see what I did, get a feel for the students, and decide if this was really something she wanted to do. It turned out that it really was.

Connie had been an English Education major in college, but had never taught. Instead, she used her business minor to start her own accounting firm and was currently in the position of only having to work a few days a week while she explored a career change.

Aside from providing Connie with a new career, of what benefit was her volunteer involvement to my students? In the beginning, Connie spent several weeks observing classes. We met after class to discuss what she had seen and to answer the questions she had. Then I asked Connie what she thought she might do to help. She liked the idea of helping to make picture and vocabulary flash cards. The class had an endless need for such things, and a team of 10 volunteers all cutting and pasting would not have made a dent in the demand for materials. Within a few weeks, the students had grown used to Connie's presence and began to seek her help with various tasks. Connie assisted me in supervising manipulation tasks, doing comprehension checks of new vocabulary, taking students on field trips to gather environmental print, writing language experience stories, and so on. She was not only a second pair of eyes and hands, but she encouraged me when I was frustrated, cheered me up when I was discouraged, and shared my joy when students overcame obstacles and made progress. Connie shared the challenges and successes of my literacy class and became a lifelong friend and colleague.

Elizabeth
An ESL Teacher

TEACHER-VOLUNTEER COMMENTARIES

Last year I retired from teaching. I've taught high school English for twenty years, and I think I'm a pretty good teacher. I decided I should give something back to my community so I offered to be an ESL volunteer at a community college. I was assigned to a large multi-level class. The teacher apparently had plenty of credentials, but she was young and obviously had little experience in teaching. The lessons were not very well organized, and the students spent too much of their time off task.

My suggestions went unheeded. The teacher had nothing prepared for me to do. She seemed to expect that I would just find a spot for myself. When I prepared some lessons, she told me they weren't needed. I could see that one student in particular needed some special help. But when I spent time with that student, she told me I was neglecting the rest of the class.

The last straw was our field trip to the library. We had to walk a long distance, and I am just not physically capable of walking that far anymore. Then she had me running in every direction asking questions for her and assembling materials. My tasks would have been more appropriate for one of my former fifteen-year old students.

I finally went to the volunteer supervisor and told her that the assignment was just not working out. Now I have been assigned to a smaller class that is concentrating on writing skills. I think this will be much more successful.

Rhonda
An ESL Volunteer

TEACHER-VOLUNTEER COMMENTARIES

My company has a "Reach Out" program that encourages employees to engage in community service. We have volunteer firemen, some people at the Crisis Center, hospital volunteers, and volunteers in adult education. My choice was the literacy class that meets at a small community center near my house. It was a great experience!

There were sixteen students in the class. Most of them were still pretty much kids, you know, the ones that just didn't make it in high school. I helped out with the math. The teacher and I met after each class, and she and I went over what I was going to do in the next class.

I made flash cards, sorted beads, laid out Cuisinaire rods, and corrected papers. But the best thing that I did was work with individual students. The teacher would pick up a few who weren't catching on, and then I'd try to help them. She's set me up with exercises and hands-on materials, but I've got to do a little brainstorming about lessons on my own too.

Unless you've done it, you just can't understand the satisfaction you get seeing the light dawn on someone's face who never understood before! It sure beats the paper pushing I do in my office.

Sam
An ABE Volunteer

TEACHER-VOLUNTEER COMMENTARIES

No more volunteers! I do not want another volunteer sent to "help" me in my classroom. Volunteers are more trouble than they are worth, and I am tired of wasting my limited, valuable time with them. I have enough to do without trying to keep a volunteer happy.

My last volunteer was supposed to show up a half hour before class began so I could brief him on the class goals, the students, and what he could do to help. I made a special effort to come early that evening, and he didn't show up until 7:30, a half hour after class began. I was in the middle of a problem-solving group discussion with five of the GED students, and I had to stop everything to welcome Mr. Smith and give him a brief orientation.

I asked Mr. Smith to watch and listen to the discussion, but he kept interrupting with comments that did not relate to the issue we were dealing with. Then I suggested he walk around the room and introduce himself to the rest of the students, see if anybody had a question about their work, and browse through the materials. I thought we could do the rest of the orientation during the break.

Imagine my surprise the next day when I had a call from the program director about a complaint from Mr. Smith. He said I ignored him and there was nothing to do! I explained the situation to my director, and she said she'd call Mr. Smith to clear up the misunderstanding.

From there things only got worse. I asked Mr. Smith what he'd like to do, and then I wrote out suggestions for him each evening. Sometimes he was late, and sometimes he just didn't show up. I began to resent the extra time I was spending on preparation for somebody I couldn't count on.

The students never felt comfortable working with Mr. Smith in the first place and when they saw that they couldn't depend on him either, it was all downhill.

I asked my director to re-assign Mr. Smith, but there were no other classes that met Mr. Smith's schedule. One night I was very busy and forgot to tell Mr. Smith that Wednesday's class was canceled. He showed up to a darkened classroom and was so furious he called in the next day to quit. I felt I was well rid of Mr. Smith. Unfortunately, my director didn't think so, and now she thinks I am uncooperative and undermining the volunteer program. Volunteers, phooey!

Ken
An ABE/GED Teacher

SELECTED VOLUNTEER TASKS

Read the list of six volunteer tasks and assign a rating for each task according to the following scale:

High _____ Low
5 4 3 2 1

Example: Telephone students at home to check on absence.

Volunteer's level of education or experience	1
Preparation time by teacher	1
Briefing time by teacher	1
Value to students	5

TASK	Volunteer's level of education or experience	Preparation time by teacher	Briefing time by teacher	Value to students
1. Make flashcards for sight word vocabulary or computation drills.				
2. Distribute/collect instructional materials (books, student papers, software, etc.).				
3. Monitor individual, pair, or group activities.				
4. Review previous class work with students who were absent.				
5. Conduct language or skill drills one-on-one.				
6. Facilitate group discussion.				

VIDEO ACTIVITIES

In a few minutes, you will be watching a video which demonstrates how one classroom teacher used a volunteer in her ESL class. The volunteer is shown working in four different situations: with a large group, with a small group, with an individual student, and accompanying students on a field trip. In each of the four situations, the volunteer is assigned tasks by the teacher.

Activity One

As you watch the video, pay attention to the interactions between the teacher and the volunteers. Write any comments or impressions you have about the interactions in the spaces provided below.

Positive Comments/Reactions	Negative Comments/Reactions

Activity Two

As you watch the video, pay attention to what the volunteer is asked to do in each of the situations below. Also note the feedback (if any) that is provided by the teacher.

1. Large group

2. Small group

3. Individual student

4. Field trip

VIDEO ACTIVITIES (continued)
ACTIVITY TWO

VOLUNTEER TASKS	FEEDBACK FROM TEACHER TO VOLUNTEERS
LARGE GROUP • mingle • answer questions • help with spelling	
SMALL GROUP • ask questions on cue cards	
INDIVIDUAL • show student a time on a clock • ask student to say the time • say a time/student puts it on a clock	
FIELD TRIP • encourage students to speak English • help students read cards • ask students to point out items on cards	

FEEDBACK CHART (Sample)

Date: November 25

TASK: Circulate, encourage students to ask questions, and correct spelling errors.

Who I spoke to:	Problem	Help given
Sinh	Needs to talk about her life's journey	Wrote dates and said them
Wonka	Doesn't know what the word "grandson" means	Explained that "grandson" is her daughter's son

FEEDBACK JOURNAL (Sample)

October 5 Debbie talked to me today about what we will be doing in class. The students are making a "Life's Journey" or history of their lives and all the important things that have happened to them. I'm supposed to help. I'm especially supposed to help them spell. Should I tell them if they make grammar mistakes? I feel like I am asking too many questions.

October 6 Today was the big day. I started! It is a lot harder than it seemed. I don't know if the students want my help or if I am just interfering. Sometimes I just stand there and I am not sure what to do. If Debbie sees me like that, she gives me some ideas. But I think I need to write down some kind of plan or schedule. I would feel better if I had some exact things to do instead of "as needed."

October 7 We worked with two groups today. The students and I both had question and answer cue cards. I'd ask things like "What is your first name?" or "Where are you from?" and they would answer using their cards if they had to. It really went well. I think that Anka needs a little more time talking. She does fine but it is hard to get her to try. Maybe I could work with her one-on-one. I'll ask Debbie.

FEEDBACK INTERVIEW (Sample)

Debbie: Hello, Jewel. How has the first week gone for you?

Jewel: It's been O.K. I was a little nervous in the beginning.

Debbie: Was it different than you expected?

Jewel: Well, I just didn't really know what to do at first. It seemed clear when you told me, but then when class started I forgot. I guess I really need something written.

Debbie: Didn't I explain well enough that you were to circulate among the students and help them with their projects, especially their spelling?

Jewel: Some of them didn't seem to want my help. I was afraid I was just being a bother. You seem to know exactly what to do and say. I don't. I guess I was just nervous.

Debbie: You shouldn't feel that way. Next week I'll try to put the instructions in writing. Would you feel better if you worked with me for a while?

Jewel: Yes, that would help a lot. I really enjoyed the question and answer session with the two groups. Maybe it just felt better to have those cards in my hand. You know, Anka seems so shy. Could I work with her a little separately?

Debbie: I need some picture cards made for Wednesday. Maybe you could do them together with her. That would give her a chance to talk and do something at the same time — which should make it easier for both of you! Any other questions or problems?

Jewel: No for now. I'm really looking forward to next week. I hope that I'll be a help to you.

Debbie: I'm certain you will. See you on Monday.

INTERIM TASK ASSIGNMENT

To be completed for Session Two.

During the interval between Sessions One and Two, you will:

I. Participate as either:

- a volunteer in the classroom
- a teacher using a volunteer in the classroom
- an observer of a teacher using a volunteer in the classroom

II. Based on your experiences as a teacher, volunteer, or observer, complete the Interim Task Assignment Chart on the next page. You will:

a) Write in the volunteer tasks that occurred.

b) Analyze and rate each task in terms of the four criteria.

c) Complete the "Feedback Column" with either the actual feedback that occurred or with your suggestions for appropriate feedback.

Be prepared to share your experiences at Session Two!

INTERIM TASK ASSIGNMENT CHART

Date _____

Class _____

High _____ Low
5 4 3 2 1

Teacher: _____

Volunteer: _____

VOLUNTEER TASKS	Volunteer's level of education or experience	Preparation time by teacher	Briefing time by teacher	Value to students		VOLUNTEER/TEACHER FEEDBACK (Actual or Suggested)
1.						
2.						
3.						
4.						
5.						

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SESSION ONE EVALUATION

VOLUNTEERS AND TEACHERS IN THE CLASSROOM

Date: _____ Workshop Location: _____

1. What is your educational background? _____ Field: _____

2. What's your position?

___ Classroom Teacher

___ Volunteer in the Classroom

___ Supervisor/Administrator

___ Other: _____

3. For what subjects do you volunteer?

___ Adult Basic Education

___ English as Second Language

___ Other: _____

___ I am not volunteering now.

4. Please check the ONE statement that best describes how useful you found the workshop.

___ Very valuable; I plan on incorporating things I learned into my work with students.

___ Valuable; the workshop was a good review of things I already knew.

___ Somewhat valuable; I learned some things but I am not sure how I will be able to apply them.

___ Barely valuable; the information presented was not helpful to me.

___ A waste of time.

___ Other: _____

5. Below is a list of potential benefits of the workshop. Please check all that apply to you:

___ I better understand how to work effectively with teachers or volunteers.

___ I feel more confident in working with teachers or volunteers.

___ I will use some of the lesson planning techniques and strategies I learned here.

___ I will share what I have learned with others.

___ I will read more about the topics we covered.

___ I will get together again with people I met here.

___ I will seek other opportunities for training.

6. Please rate the extent that you agree with each of the following statements. Circle ONE number for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The training facility was comfortable.	1	2	3	4
The trainers were well-prepared.	1	2	3	4
The trainers gave clear instructions.	1	2	3	4
The trainers were responsive to participants' needs.	1	2	3	4

7. What was most valuable to you about the workshop? _____

_____

8. What suggestions do you have for how the workshop might be improved?

_____

9. Please add any other comments. _____

VOLUNTEERS AND TEACHERS IN THE CLASSROOM: SESSION TWO

AGENDA

1. Introductions/Workshop Overview

2. Review of Session One

3. Defining and Evaluating Volunteer Tasks

   - Small Group Sharing
   - Presentations to the Large Group

4. Case Studies:

   - Small Group Discussion
   - Presentations to the Large Group

5. Reflection

6. Evaluation/Conclusion

OBJECTIVES OF SESSIONS ONE AND TWO

Participants will be able to:

1. Identify factors which lead to the successful use of volunteers in the classroom.
2. Clarify roles and responsibilities of teachers and volunteers in the classroom.
3. Evaluate volunteer tasks.
4. Use feedback techniques to establish and maintain communication between volunteers and teachers.

REVIEW OF SESSION ONE

In Session One, we identified four factors which influence successful volunteer/teacher relationships:

1) identifying attitudes;
2) clarifying roles and responsibilities;
3) selecting and structuring tasks;
4) developing a process for feedback.

With a partner, discuss the four questions below and write your answers in the spaces provided.

1. Do the attitudes of teachers and volunteers affect their relationship? How?

2. How can the roles and responsibilities of volunteers and teachers in the classroom be clarified?

3. What factors should teachers keep in mind when selecting and devising tasks for volunteers?

4. How does feedback (or the lack thereof) affect teacher/volunteer relationships? What are some ways of providing feedback?

VOLUNTEERS AND TEACHERS IN THE CLASSROOM

SMALL GROUP SHARING

I. Using the completed Interim Task Assignment Chart (H-7), your group will discuss the following questions:

1. What tasks were assigned or carried out?

2. Did rating the tasks heighten your awareness of the criteria which should be considered when assigning volunteer tasks? In what ways?

3. What kind of feedback was provided or suggested?

II. After all members of your group have finished Part I, reflect on how the four factors which influence successful volunteer/teacher relationships relate to your experiences. The four factors are:

- identifying attitudes
- clarifying roles and responsibilities
- selecting and structuring tasks
- developing a process for feedback

Share your reflections with the group.

III. As a group, choose <u>one</u> total experience (not separate tasks) to share with the large group. Choose the one experience, either positive or negative, that you feel the large group would most benefit hearing about.

Have a member of the group briefly describe this experience on an Interim Task Assignment Chart transparency (T-10). One or two volunteers from your group will then present this experience (via transparency) to the large group.

CASE STUDIES

1. Mary volunteers in an ESL classroom. She is a retired first grade teacher. Mary is friendly, helpful, and receptive to new ideas. Each morning, her task is to lead an informal discussion about the previous day's happenings. She gets so involved that she talks constantly. The students complain that they can't understand her and that they don't have enough opportunities to speak.

2. George, a volunteer, and John, an adult education student, have become close friends both inside and outside of the classroom. Since both are former truck drivers, it has been a very positive experience for both of them. George has been asked to accompany a small group of students on a visit to a factory site. The other students have been complaining about George's obvious favoritism toward John and don't want to be in the group.

3. Diane is a teacher in a large ABE math class. She has two volunteers, Betty and Susan, who have helped in other ABE classes and are knowledgeable about math. They are kept quite busy working with students and preparing materials. Betty and Susan say that Diane is always too busy to give them any feedback. They feel unappreciated and insecure about what they are doing.

4. Sam has been working in an ESL classroom for over a year. During the day he is a personnel manager. Most of his assignments in the ESL class involve assembling materials or checking papers. While he enjoys volunteering, he would like to have more direct contact with students.

5. Catherine has just graduated with a Master's degree in TESOL (Teaching English to Speakers of Other Languages). She is working as a volunteer in an ESL classroom while looking for a permanent teaching job. Catherine was excited at the idea of putting her knowledge of communicative language teaching into practice. The teacher in charge of the class has instructed her to concentrate on correcting grammar worksheets and listening to students read out loud. Catherine disagrees with the teacher's methodology, is disappointed with her duties, and is thinking of quitting.

6. Develop and present a case-study from your own teaching or volunteering experiences to share with the large group.

PRESENTATION OF CASE STUDIES/SOLUTIONS

There are many ways to present your case study to the large group. The method your group chooses will depend on the problem itself and on your personal preferences.

Here are some possible ways to present your case study and its solution. Feel free to invent your own way.

ROLE PLAY:

Act out the problem and/or its solution(s).

PRESENT DIFFERENT VIEWPOINTS:

Have one person take the viewpoint of the teacher, one the viewpoint of the volunteer, and one the viewpoint of the student(s) (if applicable). Each will explain his/her position. Have the remaining member(s) of the group suggest a solution.

POSITIVE AND NEGATIVE:

Use a blank transparency to suggest various solutions and the advantages and disadvantages of each.

SESSION TWO EVALUATION

VOLUNTEERS AND TEACHERS IN THE CLASSROOM

Date: _____ Workshop Location: _____

1. What is your educational background? _____ Field: _____

2. What's your position?

___ Classroom Teacher

___ Volunteer in the Classroom

___ Supervisor/Administrator

___ Other: _____

3. For what subjects do you volunteer?

___ Adult Basic Education

___ English as Second Language

___ Other: _____

___ I am not volunteering now.

4. Please check the ONE statement that best describes how useful you found the workshop.

___ Very valuable; I plan on incorporating things I learned into my work with students.

___ Valuable; the workshop was a good review of things I already knew.

___ Somewhat valuable; I learned some things but I am not sure how I will be able to apply them.

___ Barely valuable; the information presented was not helpful to me.

___ A waste of time.

___ Other: _____

5. Below is a list of potential benefits of the workshop. Please check all that apply to you:

___ I better understand how to work effectively with teachers or volunteers.

___ I feel more confident in working with teachers or volunteers.

___ I will use some of the lesson planning techniques and strategies I learned here.

___ I will share what I have learned with others.

___ I will read more about the topics we covered.

___ I will get together again with people I met here.

___ I will seek other opportunities for training.

6. Please rate the extent that you agree with each of the following statements. Circle ONE number for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The training facility was comfortable.	1	2	3	4
The trainers were well-prepared.	1	2	3	4
The trainers gave clear instructions.	1	2	3	4
The trainers were responsive to participants' needs.	1	2	3	4

7. What was most valuable to you about the workshop? _____

_____

8. What suggestions do you have for how the workshop might be improved?

_____

9. Please add any other comments. _____

TRANSPARENCY MASTERS

COMMENTARIES

Elizabeth: **Positive/Negative**

Rhonda: **Positive/Negative**

Sam: **Positive/Negative**

Ken: **Positive/Negative**

FACTORS WHICH WOULD LEAD TO SUCCESSFUL TEACHER/VOLUNTEER RELATIONSHIPS

Teachers should:

- **feel a need for assistance**
- **be receptive to volunteers' ideas**

Volunteers need to:

- **become familiar with the program**
- **feel that their tasks are valuable**
- **develop personal relationships with students**

Teachers and Volunteers should:

- **be aware of how to resolve conflicts**

RESPONSIBILITIES OF TEACHERS WORKING WITH VOLUNTEERS

RESPONSIBILITIES OF VOLUNTEERS WORKING WITH TEACHERS

STEPS FOR ASSIGNING TASKS TO VOLUNTEERS

The teacher should:

1) Explain the task (verbally or in writing)

2) Identify the goal of the task

3) Provide materials

4) Discuss possible problems and solutions

Other:

CRITERIA FOR ASSIGNING TASKS

1. **Volunteer's Level of Education and Experience**

2. **Preparation Time by Teacher**

3. **Briefing Time by Teacher**

4. **Value to Students**

SELECTED VOLUNTEER TASKS

Read the list of six volunteer tasks and assign a rating for each task according to the following scale:

High _____ Low
5 4 3 2 1

Example: Telephone students at home to check on absence.

Volunteer's level of education or experience	1
Preparation time by teacher	1
Briefing time by teacher	1
Value to students	5

TASK	Volunteer's level of education or experience	Preparation time by teacher	Briefing time by teacher	Value to students
1. Make flashcards for sight word vocabulary or computation drills.				
2. Distribute/collect instructional materials (books, student papers, software, etc.).				
3. Monitor individual, pair, or group activities.				
4. Review previous class work with students who were absent.				
5. Conduct language or skill drills one-on-one.				
6. Facilitate group discussion.				

VIDEO ACTIVITIES

ACTIVITY ONE

Positive Comments/Reactions

Negative Comments/Reactions

VIDEO ACTIVITIES (continued)
ACTIVITY TWO

VOLUNTEER TASKS	FEEDBACK FROM TEACHER TO VOLUNTEERS
LARGE GROUP • mingle • answer questions • help with spelling	
SMALL GROUP • ask questions on cue cards	
INDIVIDUAL • show student a time on a clock • ask student to say the time • say a time/student puts it on a clock	
FIELD TRIP • encourage students to speak English • help students read cards • ask students to point out items on cards	

FACTORS INFLUENCING SUCCESSFUL VOLUNTEER/TEACHER RELATIONSHIPS

- **IDENTIFYING ATTITUDES**

- **CLARIFYING ROLES AND RESPONSIBILITIES**

- **SELECTING AND STRUCTURING TASKS**

- **DEVELOPING A PROCESS FOR FEEDBACK**

INTERIM TASK ASSIGNMENT CHART

Date _____

Class _____

High _____ Low
5 4 3 2 1

Teacher: _____

Volunteer: _____

VOLUNTEER TASKS	Volunteer's level of education or experience	Preparation time by teacher	Briefing time by teacher	Value to students	VOLUNTEER/TEACHER FEEDBACK (Actual or Suggested)
1.					
2.					
3.					
4.					
5.					

74

75